

## **Motivation for Learning Chinese as a Foreign Language: Experiences from DUCE**

***Emmanuel Ilonga***

*Dar es Salaam University College of Education  
University of Dar es Salaam  
ilonga@ymail.com*

### **Abstract**

This study explores the motivation for learning Chinese language at the Dar es Salaam University College of Education (DUCE). The major objective is to find out the reasons that motivated learners to enrol into the optional Chinese language course. The data used in the study was gathered through questionnaires and structured interviews. The presentation of findings reflected four types of motivation: intrinsic, extrinsic, integrative, and lastly, instrumental motivation. The results revealed that learners' motivation for learning Chinese as a foreign language at the DUCE includes personal contentedness, developing base for further education abroad, integrating with the Chinese community and learning their culture, developing foundation for job opportunities in Chinese companies, and lastly, developing a base for personal businesses with the Chinese. Therefore, students are motivated by various reasons that cut across academic, social and economic reasons to learn foreign languages.

**Keywords:** *Chinese language, foreign language, languages in Tanzania, motivation*

### **1. Introduction**

Motivation for learning foreign languages is among topics that have attracted the attention of many scholars (Gardner, 1985; Dörnyei, 1994; 1998; Ghenghesh, 2010). Studies on motivation for learning foreign language show that learners must be motivated to be able to communicate in a foreign tongue. Being able to communicate in a foreign language means that a learner must possess the required grammatical ability to make appropriate use of a language. Nevertheless, the desire to accomplish a given goal, to a greater extent, is also determined by the degree of the resolution applied to such a pursuance (Dörnyei, 2014). Learner's behaviour towards language learning plays a significant role in the accomplishment of goals. For instance, Gardner (1985: 10) asserts that "... motivation is a combination of effort plus desire to achieve a goal plus favourable attitudes towards the language." Therefore, a positive attitude towards foreign language learning usually motivates and facilitates the learning process.

The conceptualization of motivation can be tackled from a variety of angles. First, it can be analysed from a psychological standpoint as a personal characteristic to undertake a particular course of action (Al Ghamdi, 2014: 2-3). It is argued that there should be some sort of a reward/impulse that pushes a person towards success for her/him to succeed in a particular course of action. Motivation has something to do with the mind of an individual: it starts with a decision from the mind to the physical engagement in a given activity.

Motivation begins from within a person. In this case, a foreign language learner may decide to study a language for personal satisfaction regardless of any kind of tangible rewards. This kind of motivation is referred to as intrinsic motivation (Gilakjani et al., 2012; Dörnyei, 1994; Mahadi & Jafari, 2012). Motivation to undertake a given course of action might also come from outside of an individual: this is known as extrinsic motivation. In this case, an individual decides to engage on a particular activity because there are rewards by the end of the activity. The expected benefits might include passing exams, financial gains, and so on (Anjomshoa & Sadighi, 2015; Winke, 2005).

Alternatively, an individual might be motivated to learn a foreign language to integrate with a foreign community—i.e., to assimilate to the culture of a foreign group. This is known as integrative motivation. Language learning in this instance goes hand in hand with absorbing foreign culture (Dörnyei, 1994). Equally, career development, academic excellence and other tangible benefits could motivate someone to act upon something, in this case, to learn a foreign language. This is referred to as instrumental motivation: a person enrolls in a foreign language programme for the achievement of tangible benefits (Root, 1999). Being motivated is said to facilitate a learner's success in second/foreign language learning. Motivation might originate from the learner him/herself, from surroundings, and from peers. It can also come from the will to integrate into a foreign community; and it can be associated with the need to study abroad or seize job opportunities. It could also be triggered by a combination of more than one of the above factors.

The Chinese language programme was launched at the University of Dar es Salaam (UDSM) in 2013 by the Confucius Institute. The purpose was to introduce and offer Chinese language courses and Chinese cultural lessons. In 2015, the programme was launched at the Dar es Salaam University College of Education (DUCE), a constituent college of the University of Dar es Salaam. Since its introduction at the College, the number of students opting for Chinese language courses has been increasing.<sup>1</sup> In the academic years 2015/2016, 2016/2017 and 2017/2018, the number of students registering for the course at the DUCE was 29 (20 males and 9 females), 30 (22 males and 8 females), and 63 (50 males and 13 females), respectively.

Following the observed rising trend, it was worth to research and document a foreign language learning motivation study based on Tanzania context so as to account for the factors that motivate students to undertake the course. The current study sought to explore the motivation for the annual increase of learners of Chinese since the course was introduced. Specifically, the study aimed to find out:

- Motivation factors behind learners' enrolment into the Chinese language programme; and
- How such motivation factors reflect the intrinsic, extrinsic, integrative and instrumental types of motivation.

---

<sup>1</sup>The data was retrieved from the Academic Registration Information System (ARIS) of the University of Dar es Salaam (UDSM) in February 2018.

## **2. Literature Review**

### **2.1 *The Language Profile of Tanzania***

The language profile of Tanzania could be divided into four roles: the roles of Kiswahili, English, ethnic community languages (ECLs) and foreign languages. During the Germany colonial rule, Kiswahili was used in official settings. It was also used as a language of instruction in schools, and German was taught as a subject. After independence, Kiswahili has been used as the language of instruction (LoI) in public primary schools, and taught as a subject in secondary and post-secondary levels of education (Tibategeza, 2010). Currently, Kiswahili is the most widely spoken language in Tanzania. It functions as a lingua franca of more than 150 languages spoken in the country. Despite being a national language and a lingua franca, Kiswahili is pre-dominantly used in urban areas (Rubagumya, 1991).

After the First World War (WWI), the British took control of Tanganyika (currently Mainland Tanzania) and English was adopted as the official language of the colony, and it was also taught in schools as a subject. After independence in 1961, English was carried over as the official language, alongside Kiswahili (Petzell, 2012). The cultural policy of Tanzania states that English "... shall be a compulsory subject in pre-primary, primary and secondary levels and shall be encouraged in higher education" (URT, 1997: 3; Swilla, 2009). Currently, English is the language of the High Court, language of instruction (LoI) in secondary schools and tertiary education, as well as a medium of communication in international trade. However, it is rarely used in public domains for casual conversations.

Batibo (2005: 54) regards ethnic community languages (ECLs) as 'minority languages'. According to him, these languages are less documented, and are not official. The cultural policy of Tanzania (URT 1997: 1-2) recognizes ethnic community languages by stating that "... our people shall continue to use and feel proud of their vernacular languages... [and] the writing of vernacular language dictionaries and grammar books shall be encouraged." Recent literature indicates that there are about 150 ethnic community languages in Tanzania (LoT, 2009). These languages are mainly spoken in homes; they are not used in official settings. ECLs are informally used in primary schools, especially to Std. I pupils whose Kiswahili competence and familiarity are still weak (Rubagumya, 1991). Petzell (2012: 138) claims that ethnic community languages are "not at all heard" in urban settings. In rural areas, ethnic community languages are mostly used.

Moeller and Catalano (2015: 327) argue that "... a language is considered foreign if it is learned largely in the classroom and it is not spoken in the society where the teaching occurs." A foreign language can also be defined as a "... language which is not the native language of large number of people in a particular country or region; it is not used as a medium of instruction in schools and not used as a medium of communication in government, media and so forth" (Msuya, 2013: 94-95). The cultural policy of Tanzania (URT, 1997: 3) stipulates the teaching of foreign languages in Tanzania. It asserts that "... the teaching of other foreign languages such as French, Portuguese and Russian shall be encouraged." In this regard, Chinese is neither an official language nor an international language. It is not used in Tanzania in everyday activities; hence, it is considered as a foreign language.

## **2.2 Related Studies**

As mentioned earlier, the importance of motivation in undertaking various learning activities is among aspects that have captured the attention of researchers. Al Othman and Shuqair (2013) investigated the extent to which motivation inspires individuals to learn a second/foreign language. In studying the role of motivation in learning English in the Gulf City States by collecting data from secondary sources, they found out that motivation smoothen the process of learning a new language. They concluded that "... motivation is one of the most essential aspects in determining success in learning the English language" (ibid: 128).

However, motivation does not lack challenges. Studies on motivation reveal that there are issues that in one way or another affect motivation. Ghenghesh (2010: 132) conducted a study aimed to investigate factors that promote and affect students' motivation to learn a foreign language. Also, the study aimed to look into how to promote students' foreign language learning motivation. In the case of factors affecting language learning motivation, the study found out that age was one of the factors. The findings revealed that students from lower classes (grades 6, 7 and 8) were very motivated to learn English, but students from higher grades (grades 9 and 10) had low level of motivation. The study concluded that motivation falls as age increases, and that language teachers are an important component in supporting and motivating students in second/foreign language learning.

Jurišević and Pižorn (2012: 192) investigated students' foreign language learning in Slovenia. The study involved 591 students from different foreign language classes, including English, German, Italian and Spanish. The focus was to grasp learners' concern towards the languages they studied. Due to the higher number of respondents, the researchers employed a questionnaire method for data collection. The findings revealed that students recognize the significance of studying foreign language in respect to their future: that students "... perceive foreign language proficiency as a contribution to their own cognitive, social and emotional development."

Furthermore, a study by Akçay et al. (2015: 59) set out to investigate reasons that motivated Turkish learners to enroll into an English language class, and how the learners are motivated to study English as a foreign language. Specifically, the study paid attention to 20 young learners aged between 11 to 12 years. The findings revealed that 53.57% of the reasons given reflected the extrinsic type of motivation, while 46.43% reflected intrinsic motivation. Living in a foreign country, integrating with foreigners, improving grades and being able to enjoy different types of entertainments provided in English were some of the reasons mentioned to motivate the Turkish students to learn English as a foreign language.

## **3. Methodology**

### **3.1 Research Design and Approach**

The current study adopted an experience survey design in an attempt to establish the connection between "... variables and new ideas relating to the research problem" (Kothari, 2004: 36). Practically, the design aimed to include participants with an experience in the subject to provide insight about factors that motivated them to study Chinese at the DUCE. On the other hand, the study adopted a qualitative approach, with

the purpose of uncovering and accounting for certain human behaviour (Kothari, 2004: 3). The latter approach collects non-numerical data and employs the interview method. It offers the best way to gather the required information. The approach also allows research participants to freely discuss and offer their comments on the subject matter.

### **3.2 Research Participants and Research Site**

This study involved 20 students who study Chinese at DUCE. Fifteen (15) students filled out questionnaires, and 5 separate students were interviewed. All respondents were pursuing bachelor degree studies, and were studying Chinese as an optional course. The respondents filled out the questionnaire forms in October 2017, and the interviews were conducted in February 2018.

### **3.3 Data Type and Data Collection Tools**

Basically, the study used qualitative data that include interview transcripts from audio recordings and from questionnaires. The study applied two instruments for data collection: questionnaires and structured interviews. The questionnaire items were sampled from Msuya (2013) and modified to correspond to the needs of the study. The questionnaire method was selected for this particular study as it was thought to be useful in terms of cost and time (Kothari, 2004). The questionnaire included 12 motivational reasons that the respondents had to tick the ones that matched their motivations. Interviews were carried out to supplement information from the questionnaires. In interviews, a voice recorder was used to collect data. The researcher arranged meetings with 5 Chinese language students for the interviews at separate times.

### **3.4 Data Analysis**

The study of the data collected through questionnaires was coded and analysed through Microsoft Excel sheet to establish the number of respondents in relation to the pre-determined selected choices. The choices in the questionnaire were divided into four themes: academic, personal, social, and work/business. The data gathered from the interviews was also transcribed from audio recordings and arranged to fit into the mentioned themes above. The analysis was also done to reflect the four types of motivation, namely: intrinsic, extrinsic, integrative and instrumental.

### **3.5 Ethical Consideration**

Participants were made aware of the ethical and confidentiality of their information in spoken and written forms. In the questionnaire forms, respondents were informed about the kind of information they were required to provide, excluding their names and their degree courses; and that the study sought to investigate aspects that motivate students to undertake a Chinese language course. They were also allowed to deny their participation in case of unwillingness to participate in the research. Interviewees were also informed of their rights, and that the data was going to be used for the research purposes only.

## **4. Findings**

The presentation of the findings starts with the results collected through questionnaires and supported by results from the interviews. The presentation reflects the four types of motivation: intrinsic, extrinsic, integrative and instrumental.

#### **4.1 Intrinsic Motivation**

The study found that 8 respondents indicated that it is fun to learn new languages. Another factor that motivated the learners was the belief that it improved one's intelligence, as 7 respondents reported that they learned Chinese because they thought that learning a new language improves intelligence. One interviewee said that he learned Chinese because he wanted to study Chinese philosophy:

*I decided to learn Chinese in order to improve my knowledge about oriental philosophies. The other reason for me to study Chinese was for the purpose of learning Chinese philosophy. Many documents are written in Chinese, so I wanted to learn Chinese in order to access Chinese knowledge (Interviewee I).*

The above findings concur with a study by Akçay et al., (2015) on Turkish learners of English, who found that 7% of the respondents indicated they enjoyed studying English, while 16% claimed that knowing English would enable them enjoy varieties of entertainments such as songs, games and movies produced in the English language. On their part, Moskovsky and Alrabai (2009) found that 88.7% of the respondents claimed to really enjoy learning English as a foreign language; while another 84.9% claimed they learnt English so as to be able to read fiction in that language. In general, the findings reveal that one of the reasons that lead individuals to learn foreign languages is for personal satisfaction and pleasure. As indicated by Chinese learners at the DUCE, such individuals are intrinsically motivated to learn a language.

#### **4.2 Extrinsic Motivation**

The study found that 4 students learned Chinese because they were motivated by the way foreigners—in this case, the Chinese—speak their language. The findings revealed that a majority of these liked the way the Chinese speak. This reason matched with the findings collected through the interview as one interviewee said:

*“... I just wanted to know the language because when I was young, I was pleased to hear the way the Chinese speak” (Interviewee III) (Feb, 2018).*

Other 3 respondents claimed that they decided to learn Chinese so as to improve their scores in the final examinations since the course was included in the examination system despite it being an optional course. Commenting on this subject, one interviewee said:

*“I came to realize that Chinese was incorporated into the College's grading system and I wanted to use Chinese to improve my scores. In the first semester, I scored an A, hence I became motivated in one way or another to continue learning the language” (Interviewee IV) (Feb, 2018).*

Two (2) respondents indicated that their parents advised them to learn Chinese as it would help them in the future:

*“At first I was discouraged by peers to learn Chinese. When I returned home for a short leave, I told my parents about the course and that I thought the course was difficult. But my father was very optimistic; he asked why hadn't I registered. He then advised me to register for the course when I return to the College” (Interviewee V) (Feb, 2018).*

From the data collected through questionnaires, one respondent indicated that his employer advised him to learn Chinese. However, during interviews with a separate

group, none of the interviewees said anything about being advised by their employers to undertake the course. It could be justified that all interviewees were fresh from school.

In a similar study on Korean learners of Kiswahili in the Hankuk University of Foreign Studies (HUFs), Msuya (2013) reported that 1 respondent had said that his superiors directed him to learn Kiswahili as a foreign language. Another study by Jurišević and Karmen Pižorn (2012) showed that 11% of the respondents claimed they learn foreign languages to satisfy the wishes of their parents. On the other hand, 15% of the respondents from the study by Akçay et al., (2015) claimed that the purpose for learning a foreign language was to score better grades in exams as explained thus by one interviewee:

English is important at school. It is important to have a better grade in the exams. Learning English made me happy when I had a high grade... so I should study and learn English more (Akçay et al., 2015: 62).

Thus, learners' motivation to learn a foreign language may also come from their surroundings. These includes parents, friends, teachers, and others. Ghenghesh (2010) showed this from the case of Egyptian learners of English as a foreign language. Here, learners indicated that they continued learning the language because their teachers play their part by making the classes interesting. The teachers also play a motivational role: they advise on a good path that learners should take to succeed in life.

#### 4.3 Integrative Motivation

The study found that some learners wanted to communicate with Chinese speakers and assimilate themselves into the Chinese culture. Some respondents reported that they wanted to make friends with the Chinese. Eight (8) respondents expected to make friends from China once they learn the language. Making friends could occur in two ways: (i) they can forge friendship with the Chinese here in Tanzania; or (ii) they can make friends when they travel to China. Apart from friendship, other 7 respondents reported that they wanted to be able to speak with foreigners in a foreign language (Chinese). Commenting on the above choices, two interviewees had the following to say:

*"Another reason is I wanted to visit China... (Laugh)...someday maybe. I could get a sponsor and visit China, hence knowing Chinese would simplify my interaction with the Chinese"* (Interviewee I) (Feb, 2018).

.....

*"I can marry another person who knows the language, probably a Chinese..... (laugh) yeah, we can develop a relationship"* (Interviewee II) (Feb, 2018).

On the other hand, 6 respondents indicated that they learn Chinese to learn the Chinese culture as well. Results from the interview also show that Chinese language learners decided to learn the language and the culture as well as one interviewee commented:

*"I decided to learn Chinese in order to know Chinese culture"* (Interviewee IV) (Feb, 2018).

Similar findings were observed in Msuya's study (2013), in which 5 respondents asserted that they decided to learn Kiswahili as a foreign language because they were interested in African art and culture. A respondent in Akçay et al., (2015: 62) provided the following comment:

My father is a tour agent and he knows English well. He always contacts with people (in) English even if they are from France, China or Spain. This shows that English brings people from different countries together. So, I want to learn English.

The findings by Moskovsky and Alrabai (2009) also show that learners engage in foreign language classes so as to be able to communicate with foreign groups. All 55 respondents (100%) indicated that they learned English as a foreign language to communicate with other people when they travel abroad. About 58.5% of the respondents in the same study claimed that they learnt English because they wanted to go and live in America, Australia, Britain or another English-speaking country. In Akçay et al. (2015), about 11% of the respondents learnt a foreign language with the hope of living abroad in the future; while 22% asserted that they would like to be able to talk to foreigners/tourists. All in all, foreign language learners expect that after the completion of the course they would be able to travel in foreign countries, communicate, learn new cultures and assimilate themselves into foreign groups.

#### **4.4 Instrumental Motivation**

Moreover, the findings showed that some students learn Chinese because they wish to study or undertake studies in China, while others would like to become Chinese-Swahili translators/interpreters. Ten (10) respondents showed that they learn the Chinese language with an expectation that someday they would go and study or work in China. The case of work is also associated with conducting business/trade with the Chinese. Eight (8) others respondents said they would like to become translators/interpreters of Chinese and Kiswahili. The comments by the different interviewees were as follows:

*“.... by knowing Chinese, it can help me open up my own business of importing goods from China”*  
(Interviewee I) (Feb, 2018).

.....

*“I want to become an interpreter and a translator of the Chinese language. The Chinese economy is turning its attention to Africa, thus businesspersons from China and Chinese companies are coming to invest in Africa. Knowing their language would help me in such activities”* (Interviewee II) (Feb, 2018)

.....

*“There is a dubbing competition for Chinese–Swahili movies. If you know how to speak and write Chinese, you get priority. The StarTimes company takes few individuals yearly to China to dub Kiswahili movies into Chinese movies, this was also the motivation”* (Interviewee III) (Feb, 2018).

.....

*“Chinese is about to be introduced in public schools in Tanzania. Maybe, I would become a Chinese teacher in the near future”* (Interviewee III) (Feb, 2018).

.....

*“If I get a scholarship from China it would be easy for me to pursue further studies in China”*  
(Interviewee IV) (Feb, 2018).

Similar findings grounded on instrumental motivation have been observed in Akçay et al., (2015), whose study showed that about 11% of their respondents claim they learn English to be able to get a better job or earn more money. This expectation could be associated with the presupposition that if an individual is capable of using English in addition to

their native language, then they improve their chances of accessing better employment and higher pay. In the study by Moskovsky and Alrabai (2009), the respondents were highly motivated by more earnings after completion of their course. About 84.9% claimed that they learn English because it would enable them get a highly-paying job. In Msuya's study (2013), 6 Koreans indicated that they learn Kiswahili because they are interested in working in East Africa. Therefore, studies and employment opportunities motivate individuals to enrol into foreign language classes.

### **5. Discussion**

Foreign language learning is partly an attribute of personal contentment. As we have seen from the foregoing, personal contentment appears to drive some candidates at the DUCE to learn the Chinese language. Findings from this and other similar studies show that students learn foreign languages for fun. Personal satisfaction also includes intelligence, as other respondents believe that learning a foreign language helps a person improve mentally. Being able to play games and read various written materials further account for student's enrolment into foreign language learning classes. Apart from that, peer pressure—especially from parents, other family members and friends—could also account for one learning a foreign language.

With regard to academic factors, students tend to subscribe into various foreign language courses for the purpose of improving academically. The improvement could be in two scenarios. First, a student enrolls into a foreign language course hoping that a good performance in that course will help improve academic grades in other courses, and eventually improve academic achievement. Second, other students subscribe to foreign language classes to lay foundations for studying abroad through securing scholarships or otherwise. Findings from the current and other similar studies concur that some students engage into foreign language classes to build a foundation for studying abroad.

Further, integration with a foreign group and their culture appears to motivate students to engage in foreign language learning courses. As findings from the other studies show, on the one hand, some people learn a foreign language to simplify integration with foreigners when they visit foreign countries. That would include learning the foreign language and partly the foreign culture. On the other hand, they learn a foreign language and culture in order to easily integrate with foreign communities once they pay a visit to a foreign country, be it in a vacation, study purposes or as migrants. Other individuals learn a foreign language since it is a requirement for obtaining a travel visa. In that manner, integration with a foreign community could account for one's involvement into foreign language courses.

As students expect to explore various opportunities for business and work purposes, employment and business opportunities seem to motivate them to learn foreign languages. The current and other similar studies have revealed that learners engage in foreign language programmes so as to seize work opportunities that are related to the language of study. Some students learn a foreign language so as to become teachers, translators or interpreters. Other learners would wish to conduct business with foreign communities; hence, knowing their language will be helpful.

## 6. Conclusion

It is apparent from the foregoing that Chinese language learners at the DUCE decided to learn the language with the expectations that after completion of the course they would be able to secure better-paying jobs, whether within their residing countries when foreign companies open up offices, or abroad. Others take the course to prepare for a better future for themselves, including enabling them to pursue further studies abroad. Another reason that motivates them to learn a foreign language is personal satisfaction: including being able to watch foreign movies, read books written in foreign languages, etc. Other reasons include wanting to be able to integrate with foreign communities and their cultures, live in foreign countries, be able to do business with foreign countries, etc.

## References

- Akçay, A., T. F. Bütüner & A. Arıkan. 2015. Reasons behind Young Learners' Learning of Foreign Languages. *International Journal of Language Academy*, 3(2): 56–68.
- Al Ghamdi, A. M. 2014. The Role of Motivation as a Single Factor in Second Language Learning. *ARECLS*, 11: 1–14.
- Al Othman, H. A. M. & K. M. Shaquir. 2013. The Impact of Motivation on English Language Learning in the Gulf States. *International Journal of Higher Education*, 2(4): 123–130.
- Anjomshoa, L. & F. Sadighi. 2015. The Importance of Motivation in Second Language Acquisition. *International Journal on Studies in English Language and Literature*. 3(2): 12–137.
- Batibo, H. M. 2005. *Language Death and Decline in Africa: Causes, Consequences and Challenges*. Toronto. Multilingual Matters Ltd.
- Dornyei, Z. 1994. Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal*. 78(3): 273–284.
- . 1998. Motivation in Second and Foreign Language Learning. *Language Teaching*. 31(3): 117–135.
- . 2014. Motivation in Second Language Learning: In M. Celce-Murcia, D. M. Brinton & M. A. Snow (eds.). *Teaching English as a Second or Foreign Language*: 518–531. Boston. National Geographic Learning/Cengage Learning.
- Gardner, R.C. 1985. *Social Psychology and Second Language Learning: The Roles of Attitudes and Motivation*. London: Edward Arnold.
- Ghenghesh, P. 2010. The Motivation of L2 Learners: Does It Decrease with Age? *English Language Teaching*. 3(1): 128–141.
- Gilakjani, A. P., L. Leong & N. B. Sabouri. 2012. A Study on the Role of Motivation in Foreign Language Learning and Teaching. *I.J. Modern Education and Computer Science*. 7: 9–16.
- Jurišević, M. & K. Pižorn. 2012. Young Foreign Language Learners' Motivation – A Slovenian Experience. *Language Gateway*, 179–198.
- Kothari, C.R. 2004. *Research Methodologies: Methods and Techniques*. New Delhi: New International Age (P) Ltd.

- Mahadi, T. S. T. & S. M. Jafari. 2012. Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*. 3(24): 230–235.
- Moeller, A. K. & T. Catalano. 2015. *Foreign Language Teaching and Learning*. Faculty Publications. Department of Teaching, Learning and Teacher Education. Paper 196. University of Nebraska.
- Moskovsky, C. & F. Alrabai. 2009. Intrinsic Motivation in Saudi Learners of English as a Foreign Language. *The Open Applied Linguistics Journal*. 2: 1–10.
- Msuya, E. A. 2013. A Descriptive Study of Kiswahili as a Foreign Language Learners' Motivation: HUFs Case Study. *Journal of Linguistics and Language in Education*. 7(1): 96–108.
- Languages of Tanzania Project (LoT). 2009. *Atlasi ya Lugha za Tanzania*. Dar es Salaam: Dar es Salaam University Press.
- Petzell, M. 2012. The Linguistic Situation in Tanzania. *Modern Languages*. 1: 136–144.
- Root, E. 1999. *Motivation and Learning Strategies in a Foreign Language Setting: A Look at a Learner of Korean*. Minneapolis. Center for Advanced Research on Language Acquisition.
- Rubagumya, C. M. 1991. Language Promotion for Educational Purposes: The Example of Tanzania. *Language Policy and Education*. 37(1): 67–85.
- Swilla, I.N. 2009. Languages of Instruction in Tanzania: Contradictions between Ideology, Policy and Implementation. *African Study Monographs*. 30(1): 1–14.
- Tibategeza, E. R. 2010. Implementation of Bilingual Education in Tanzania: The Realities in the Schools. *Nordic Journal of African Studies* 19(4): 227–249.
- United Republic of Tanzania (URT). 1997. Cultural Policy: Policy Statements. Ministry of Education and Culture. Dar es Salaam: Mpiga Chapa wa Serikali.
- Winke, P. M. 2005. Promoting Motivation in the Foreign Language Classroom. *Center for Language Education and Research*. 9(2): 1–11.